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Reinforcing Students' Listening Ability via Implementing Authentic Materials in EFL Instruction

Case Study: Second Year LMD students of English at Mohamed Kheider University

-Biskra-

Dissertation submitted to the Department of Foreign Languages as partial fulfillment for
Master Degree in English language: Sciences of Language.

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Academic year: 2014/2015

Dedication

I dedicate this work:

To my sympathetic father and thoughtful mother whose love always strengthens my will.

To my lovely brothers

To my sweetie sister

To my dearest nieces, nephews and their mothers

To all the members of my family

To all my friends with whom I shared the school life with its lights and shadows.

To my closest friends

To all those who love me

Acknowledgement

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Dr. Meddour Mostefa for his unaccountable guidance, support, help and patience.

Special thanks go to my wonderful soulmate friend Abderrezagui Afaf for her help, care and courage. Extra thanks go to Ferial and all the second year LMD students.

I would like also to thank all my colleagues for the nice times that we spent together helping each other.

I am very grateful to the board of examiners for taking the trouble to examine the present dissertation: Mr. Slimani Said and Mrs. Aichaoui Theldja.

Thank You

List of abbreviations and acronyms

LMD: License Master Doctorate

EFL: English Foreign Language

TV: Television

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Abstract (Arab)

Abstract

This research aims to examine whether the implementation of authentic materials would improve listening skill of EFL classes. To reach this aim, this research paper follows descriptive method and the source of the data for this descriptive study is questionnaires format for teachers of oral expression and students. This study also takes place at Mohammed Kheider Biskra University with second year EFL students. Moreover, the result revealed from the questionnaire is confirming the research hypothesizes that the students' listening comprehension appeared to have improved after being exposed to authentic materials in the classroom. Additionally, the results show that the students are satisfied to learn English language by authentic materials since they had a positive attitude about authentic materials which enhance their listening comprehension. To sum up, teachers should present their lectures with authentic materials in order to motivate the learners to learn EFL and facilitate the lesson. Also, teachers should use different types of authentic materials which take into consideration the learner's level, interest and attitude.

Introduction

Traditionally, many teachers have believed that listening is a natural skill that it is developed by children on their own and that does not require teaching. At all educational levels, listening has been the forgotten language skill for generations. In spite of its importance, the listening skill has received little attention in language teaching and learning. Not only has listening been neglected as an area of instruction in schools, listening has also been unattended as an area of research.

Listening plays a significant role in the lives of people. Of the four major areas of communication skills, speaking, reading, writing, and listening is the one that is the most basic in language development. It is evident that children listen and respond to language before they learn to talk. When it is time for children to learn to read, they still have to listen so that they gain knowledge and information to follow directions. In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information for later recall.

Listening is not only the first of the language arts skills developed, it is also the most frequently skill that used in both the classroom and daily life. Taylor (1964) estimates that nearly 90percent of the class time in high school and university is spend in listening to discussion and lectures. Since listening occupies such a large percentage of the communication time of most people, it is therefore advantageous to possess effective listening skill in order to meet listening demands that occur daily.

Listening is one of the four language learning skills, targeted variously by experts. Oxford Dictionary defines it as” make an effort to hear something: listen to the radio; listening for the bell. To pay attention; heed”. (Lynch 1997, cited in Schmitt, 2002) puts: “listening involves making sense of spoken language, normally accompanied by other

sounds and visual input, with help of our relevant prior knowledge and the context in which we are listening". As it is clear from the above-mentioned quotation, it is not a one-layered phenomenon, but an amalgamation of bundles of related process in which remained unnoticed for first language acquisition due to its natural and effortless nature. Krashen(1987) states in his input hypothesis, that the role of listening for acquisition is undeniable. However, unlike its role, it is a so-called "Cinderella skill" (Nunan, 1997, p.47) in EFL situation, receiving only slight emphasis in instruction.

However, using various kinds of authentic materials in the classroom has always been a challenge, and how to bring these materials in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different materials through different technologies. Authentic materials provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop listening skill.

Authentic materials are one of the main factors that can influence the effectiveness of teaching and learning activities of listening. Chapelle (2003 in Priajana, 2011) review some theories and studies about the use of technology on instructed second language learning. He stated that technology has implications and might effectively use in language teaching. Generally, the use of the technology as a teaching aid is mainly aim at increasing teaching process to be more motivating and appealing for students. It is relevant to Bhavard (2009) who says that technology might offer a lot's of options, which can be use not only to make teaching interesting but also to make teaching more effective and productive in terms of students' improvement. In line with the statement, the teacher can use authentic materials such as cassettes, tape recorder, MP3 player, etc that can be categorized as audio materials to

teach listening activity and television, animation clips, videos, films, etc. which can be categorized as audio-visual materials.

Definition of Terms

For this study, the following terms are defined:

Listening: refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text.

Listening comprehension: refers to the ability to extract information from auditorially presented language material.

English as a foreign language (EFL) refers to the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication in the country (e.g., in government, or business).

Authentic materials: refer to audio/video recordings of a discourse or a conversation that they are spontaneously, generated by native speakers of the language.

1. Statement of the Purpose

The fundamental objective of the present study is to examine the influences of the use of authentic materials on listening ability of EFL students. It focuses on using these materials in the classroom and their integral role to enhance students listening skill. In other word, it aims to know how the authentic materials may strengthen the students' listening ability.

2. Significance of the study

This research designed to find out how to improve students' listening skill via authentic materials as a channel of communication. Authentic materials considered as an

effective technique to solve the listening problems of students during the class by providing them with creative and practical ideas. Consequently, the authentic materials may increase the students' motivations to follow the listening class and understand the oral texts.

Moreover, this study shows the teachers the importance of using authentic materials as an effective instrument to reinforcing the students' listening skill as well as it opens new aspects for providing useful techniques and strategies.

3. Research Questions

The primary research question asked in the present study is the following:

- 1)-What are the influences of authentic materials on the listening comprehension in EFL students?
- 2) -What is the attitude of students' toward authentic materials?

4. Hypotheses

We hypothesize that the students' listening comprehension appeared to have improved after being expose to authentic materials in the classroom.

5. Method

5.1. The choice of the method

To reach the aim of this study and to investigate the hypothesis mentioned earlier, this research would rely on the descriptive method because it is the appropriate one in saving time and effort. Moreover, this method is typically more flexible that it allows for a greater interaction between the researcher and the study participant. Therefore, it concerns with describing the changes in the behavior of participants through the influence of using authentic materials.

5.2. Data gathering tools

The study takes place at Biskra university level, with the second year LMD students of English composed of 2 groups. To obtain information, a random sample is chosen from the whole population. The tool used to collect data is the questionnaire to students and teachers as well. It is considered as the appropriate way to collect data in this issue due to its reliability, rapidity and easiness. Moreover, questioning students about a number of items related may get the accurate information need.

Introduction

Teaching English as a foreign language involves four skills (reading, writing, speaking, and listening) which are generally known as the keys to knowing a language. Real listening is an active process, although it belongs to receptive skills which is considered as input process like reading, as well as learners receive and understand it without producing a language. Listening process plays a great importance either in acquisition of L1 or learning of L2. Furthermore, children might be creating the writing, speaking, and reading languages, when they listening to the spoken language. They hear, listen, and respond to language. Learners of FL listen carefully to lectures in order to comprehend and understand the language, after that they can read, write, and speak. This chapter contains defining the listening skill with providing some researcher's views. Then it discusses the main types of listening. Also, it categorizes listening skill in extensive and intensive listening. Also, this chapter refers to the models of listening skill (Bottom-up and top-down). Moreover, it passes on the principle stages which are (pre-listening, while-listening, post-listening) continued by listening steps. It ends up by explaining the difficulties that are encountered by learners in listening process to FL.

1. Definitions of listening

Buck (2001) defines listening as a complex process, and if we want to measure it, we must first understand how that process works. Listening is a difficult skill, and we cannot assess it until we understand and comprehend this process. Moreover, “listening is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sound” (Buck. p. 31). It is a way of learning a language; it gives the learner information from which to build up the Knowledge necessary for using the language.

Vandergrift (1999) emphasizes that listening is a complex, and an active process of interpretation in which listeners match what they hear with what they already know. According to him (2002, as cited in Liubiniené, 2009) listening is an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. According to Vandergrift and Goh (2012) “Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills”.

In addition, “Listening is a process of negotiating shared information or values with the speaker” (Rost, 2002: 3). He also points out that “Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker” (Rost, 2002: 2). It means that listener catches what the speaker has said; as well as he is interested while the speaker is talking. In the other hand, Field (2008) states that listening ability depends generally on the classroom situation, and depends specially on the listener.

2. The importance of listening

In language learning, listening skill is very important for obtaining comprehensible input which makes a listener able to understand what others are saying or communicating even though some difficult linguistic elements that contain in language learning. Therefore, it is necessary for language development and effective communication. Because it is so

common in language use and because it is the primary means of L2 acquisition for most people. Moreover, the communication competence is not related to being able to speak, but also related to the capacity to listen effectively. Listening signifies the root for speaking skill, and good listeners are often good speakers. Without listening, people cannot attain their communication, and cannot engage confidently in speaking a language (Rost, 2002).

There are five main reasons for listening: (1) to engage in social rituals; (2) to exchange information; (3) to enjoy yourself; (4) to share feelings and (5) to exert control (Hedge 2000: 243 as cited in Machackova, 2009). It means that persons listen in order to maintain the relationship in the community; and build knowledge by exchanging information among them. In addition, it provides much attention which enables the listeners to be sensitive to the speech.

3. Types of listening

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. According to Kline (1996) there are five types of listening:

3.1. Informative Listening

Informative listening refers to the situation where the aim of the listener is to understand a message. The learning process depends upon informative listening, since we find this type in all fields of life. For example, in the classroom, we listen to lectures and the amount of learning depends on how much we listen. If we listen badly, we cannot obtain the needed information. Some examples of informative listening include listening to instructions, briefings, reports, and speeches.

There are three key variables which can help listeners to improve their informative listening skill:

1. Vocabulary: There is a relationship between vocabulary and listening. When the listener increases his/her vocabulary, it is clear that he/she will increase his/her comprehension.

2. Concentration: Concentration is difficult; there are many reasons people don't pay attention when they are listening; perhaps they have less curiosity, or they are not interested in the subject. Also, listeners are concerned with their own needs rather than the speaker of the moment. Concentration requires discipline, motivation, and acceptance of responsibility from the speaker and the listener.

3. Memory: Memory is an important variable of informative listening; because the listener cannot practice information without keeping them into memory. Additionally, memory might help the listener to listen informatively in three ways. Firstly, it helps the listener to remember experiences and information that he/she needed. Secondly, it explains expectations relating to what the listener will encounter. Finally, it allows the listener to understand what others say.

3.2. Relationship listening

The purpose of relationship listening is either to help an individual to understand the speaker intention or to improve the relationship between people. Therapeutic listening is a special type of relationship listening. Therapeutic listening allows an anxious person to talk during a problem in the different situations. But it can also be used when you listen to friends or acquaintances and allow them to "get things off their chests" (Kline, 1996: 32). Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviors are keys to effective relationship listening: attending, supporting, and empathizing.

1. **Attending:** In relationship listening, attending behaviors show that the listener is concentrating on the speaker. Nonverbal cues are vital in relationship listening, which indicates that the listener is attending to the speaker. Eye contact is one of the most important attending behaviors. The speaker might send different messages according to the listener's way of looking such as: gazing, and staring. Also, body positioning signifies that if the listener accepts, or refuses the communication. Head nods, smiles, frowns, and vocalized cues such as "uh huh," "I see," or "yes"—all are positive attending behaviors.

2. **Supporting:** It means that the listener sustains the speaker in his speech. Such points of supporting are: giving advice, attempting to control the conversation, lack of interrupting the speaker, or indicating that you consider yourself better are other behaviors that will have a poor result on the relationship. Good listeners know when to talk and when to listen, and they usually listen more than they talk. On occasion the best response is silence. Three characteristics describe supportive listeners: (1) discretion: being careful about what they say and do; (2) belief: expressing confidence in the ability of the other person; and (3) patience: being willing to give others the time they need to express themselves sufficiently.

3. **Empathizing:** Empathy is the ability to feel and think about another person, which allows the listener goes into the world of another; to see as the other sees, hear as the other hears, and feel as the other feels. Empathic behavior can be learned. First, listener must learn as much as about the other person. Second, listener must accept the other person, even if there are some poor aspects of that person's behavior. Third, he must have the desire to be an empathic listener. Also, the listener must remember that empathy is essential to effective relationship listening (Kline, 1996).

3.3. Appreciative listening

"Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film." (Kline,

1996: 34). It means that understanding and enjoying of how good somebody or something is, and the feeling of being grateful. This type of listening is the response of the listener, not the source of the message that defines appreciative listening. The appreciative listening depends on three factors: presentation, perception, and previous experience.

1. Presentation: Presentation consists of many factors: the medium, the setting, the style and personality of the presenter.

2. Perception: Certainly, perception is crucial determinants as to whether or not we enjoy or appreciate the things we listen to. Obviously, perceptions also decide what we listen to in the first place.

3. Previous experience: The previous experience influences whether we enjoy listening to something or no. In some cases, we enjoy listening to things because we are experts in the area. Previous experiences keep the listeners aware to imperfections so, they cannot be appreciating to listen effectively.

3.4. Critical listening

The critical listening is essential in our life. We found it in the job, in the community; at service clubs, in places of worship, and in the family. When there is unimportant of critical listening, practically there is no place listener can go. There are some functions require us to set a best on critical listening such as: Politicians, journalists, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs. There are three things were outlined by Aristotle (1992, as cited in Kline, 1996) they are as follows: ethos, or speaker credibility; logos, or logical arguments; and pathos psychological appeals.

1. Ethos. Credibility of the speaker is important, and it has two factors: expertness and trust worthiness. There are two cases; a speaker may be expert and still not be trustworthy. On the other hand a person maybe trustworthy, but not an expert on the subject.

The expertness and trustworthiness of the speaker are necessary of effective critical listening.

In fact, ethos might be important in critical listening, but it cannot be complete without logos.

2. Logos. Although speakers have high ethos, but they often make errors in logic. This refers to carelessness, inattention to detail, or lack of analysis. Critical listeners have the right to expect well supported arguments from speakers, which must be true and valid.

3. Pathos. The speakers often use psychological appeals to obtain an emotional response from listeners. Also, speakers may appeal to any one or several needs, desires, or values that are important to us including: adventure, thrift, curiosity, fear, creativity, companionship, guilt, independence, loyalty, power, pride, and sympathy.

3.5. Discriminative listening

The final type of listening is discriminative listening. It may be the most important type, for it is central to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis; which mean that the listener pays attention of the way of the speaker, and he can notice even nuances of difference in meaning. By sensing the impact of certain responses, such as "uh huh," or "I see," relationship listening can be strengthened. There are three things to consider about this type of listening.

1. Hearing ability: The ability to hear well has a greater importance in discriminating sounds.

2. Awareness of sound structure: Attention to the sound structure of the language will lead to a more proficient discriminatory listening. For instance, native speakers become proficient at recognizing vowel and consonant sounds that do or do not appear at the beginning, middle, or end of words.

3. Integration of nonverbal cues: it pointed out how action, non action, and vocal factors were important in understanding messages. Nowhere is attention to these factors more

important than in effective discriminative listening. Words do not always communicate true feelings. The way they are said, or the way the speaker acts, may be the key to understanding the true or intended meaning.

4. Listening for comprehension vs. Listening for acquisition

4.1. Listening for comprehension

“It is based on the assumption that the role of listening in language program is to help develop learner’s abilities to understand things they listen to”. (Richards, 2008:14). It means that listening comprehension is a process of building meaning from understanding the message; and comprehending what people are saying.

4.2. Listening for acquisition

According to Schmitt (1990) learners will not learn anything from input they hear and understand unless they notice something about the input (Cited in Richards, 2008). It means that the process of incorporating new linguistic items depends on the consciousness of features of the input. Learners also need to take some activities in order to learn new items, and develop their skills.

5. Listening vs. Hearing

How then is “hearing” different from “listening”? The term hearing and listening are used interchangeably, but there are important differences between them (Rost, 2000). “Hearing is the primary physiological system that allows for reception and conversion of sound waves that surround the listeners” (Rost, 2002: 7); it occurs when the people use their ears to receive sounds without paying attention to the speech; they just catch what the speaker is saying without concentrating on the meaning. However, “listening is a process involving a continuum of active processes, which are under the control of listener, and passive processes,

which are not” (p. 7). Moreover, the listener hears a sound, paying attention to the meaning, and understands the whole speech.

There are some differences between these two processes; which are summarized in the following table (Kline, 1996):

Hearing	Listening
Passive process	Active process
Reception of sounds	Attachment of meaning
Unconscious process	Conscious process
The act of perceiving and receiving sound waves or vibrations through the ear	The act of hearing a sound with understanding the meaning

Table.1. The major differences between hearing and listening processes

This table shows that the hearing and the listening processes are definitely different. For instance, hearing is considered as a passive and unconscious process where the listener receives the sounds unintentionally. However, listening is an active and conscious process where the listener receives the sounds with understanding the meaning.

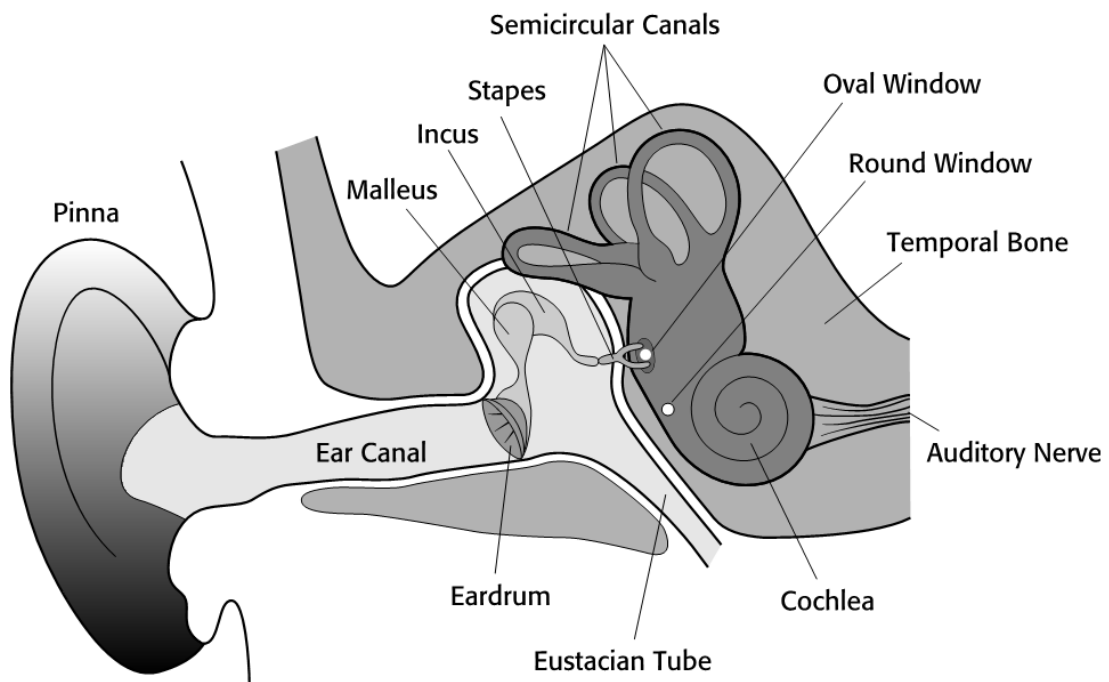


Figure1. The human auditory system(Gardner, 1990)

According to Rost (2002: 9) “the human auditory system is a series of stages for converting sound to neural stimuli. Hearing occurs when: (1) sound vibrations reach the eardrum; (2) causing the ossicles to vibrate and the stapes to move; (3) the vibration pass through the oval window to the fluid-filled canals of the cochlea; and (4) are transmitted to the cochlear duct where they set off nerve impulses which are sent along the cochlear nerve to the brain”.

6. Intensive and Extensive listening

According to Rost (2002: 138) Intensive listening focuses on linguistic elements, phonology, syntax, and lexis such as grammar, words, sounds, and phrases. Although, it does not requires listening in everyday situations. But it is followed by thorough understanding. Moreover, listening intensively is critical mechanism of listening proficiency, and learners are required to listen to the text several times. However, Extensive listening focuses on listening

continuously, which deals with large quantity of information. It is related to the content and allows the weaker listeners to improve their listening ability (Field, 2012).

7. Listening in formal learning context

Academic listening refers to listening to the content of the subject in formal classroom context. Research in academic listening has focused on the specific characteristics of lectures and how these can be made more comprehensible to L2 learners (Vandergrift and Goh, 2012). According to Rost (2002: 162) who states that:

The lecture, the main genre in academic settings, represents a clear listening target for many learners. Listening to the lectures is sometimes seen as a poor substitute for reading, but it has been shown that listening has distinct advantages over reading for certain kinds of learning.

Richards (1983; as cited in Buck, 2001) asserts that listening purposes vary according to whether learners are involved in listening as conversational, information, or academic (e.g. lecture). He suggests that different lists of micro skills would be required for academic listening as shown in table 2:

Academic listening abilities (Richards, 1983)
<ol style="list-style-type: none"> 1. Ability to identify purpose and scope of lecture. 2. Ability to identify topic of lecture and follow topic development. 3. Ability to identify relationships among unites within discourse (major ideas, hypotheses, examples). 4. Ability to recognize key lexical items related to topic. 5. Ability to deduce meaning of words from context. 6. Ability to follow different modes of lecturing: spoken, audio, audio-visual. 7. Ability to follow lecture despite differences in accent and speed. 8. Familiarity with different styles of lecturing: formal, read, conversational. 9. Knowledge of classroom conventions (e.g. turn-taking, request, clarification) 10. Ability to recognize instructional/ learner tasks (e.g. warning, suggestion, advice).

Table.2. Different micro skills involved in academic listening

In this table, Richards (1983) states different abilities that the learner can achieve them when he/she listens to the academic listening.

8. Listening in informal learning context

The study abroad program is an informal context of particular interest for the development of listening comprehension. Informal settings occur outside the classroom setting unconsciously and incidentally through the interaction with native speakers, or through different technologies, also it takes place in daily life situation such as medical clinics and implications of radio news. These people attempt to use their capacities for processing and remembering information (Rost, 2000). This kind is related to the personal needs and desires which is not formally organized.

9. Models of listening process

According to Field (2008) there are two models of listening processing to understand and interpret the message: Bottom-up and Top-down models.

9.1. Bottom-up model

In this model, listeners develop understanding by starting with the smallest units to construct meaning. For example, individual sounds, or phonemes which combined words, these together constitute phrases, clauses, and sentences. Moreover, it involves separation of sounds into units in order to build meaning, or to interpret the message. Also, it refers to building small units into larger ones; when use linguistic information (sounds, words, clauses, or sentences) so as to achieve meaning (semantic aspects) (Field, 2008). As said by Vandergrift and Goh (2012) "Bottom-up seen as decoding process"

9.1.1. Teaching bottom-up model

The ability to process texts bottom-up, learners need a large amount of vocabulary and a good structure of sentences (Richards, 2008).

Bottom-up processing is applied in many classroom listening activities, such as dictation, the use of multiple choice question, and close listening; which help learner to do different things as maintain input even it is being processed, identify word and clause divisions, as well identify grammatical relationship among elements in sentences (Richards, 2008).

9.2. Top-down model

In contrast of the bottom-up model, top-down model refers to the influence of larger units when identifying smaller ones. It depends on the use of prior knowledge in processing a text rather the individual sound and words; which mean that use the previous knowledge to

solve a linguistic problem. "Top-down is a component of listening, seen as an interpretation process." (Vandergrift and Goh, 2012)

We understand that the listener uses his expectation about information to comprehend and understand the meaning of the message. According to Richards (2008) "Top-down processing goes from meaning to language, whereas bottom-up processing goes from language to meaning". He assumes that in the top-down process, listener can get a language just from understand the meaning of word. As well as in the bottom-up, listener obtains meaning which followed by the use of linguistic aspects.

9.2.1. Teaching top-down model

Learners might do different activities in order to develop the top-down processing, such as learners construct a list of things they already know about topic, or things they would like to learn it more, after that they listen and compare. In addition, they read news headlines, guess what happened, then listen to the complete news and compare. Top-down activities contribute to increase the ability of learners to achieve special things as infer causes and effects, use words to build the schema of the discourse, and they predict questions related to the topic (Richards, 2008).

10. Combining bottom-up and top-down listening in a listening lesson

Generally, both bottom-up and top-down listening are used simultaneously. The extent to which one is leading depends on the fluent of the listener's with a topic, the objective of the listener, the intensive of information in a text, and the kind of a text. According to Field (1998), the lesson consists of three parts of listening; pre-listening, while-listening, post-listening and contains connection between bottom-up and top-down activities (Richards, 2008).

In the pre-listening, students use both bottom-up and top-down models through activities that contain background knowledge, vocabulary, and predictions. Whereas, while-listening focuses on comprehension, which might apply different activities such as selective listening, and gist listening. However, post-listening requires a response to comprehension, and the opinions of students about a topic, which also include bottom-up focus if the teacher and the listeners examine the texts in detail (Richards, 2008).

11. Stages of listening

Listening tasks divided into three stages (1) pre-listening stage, (2) while-listening, and (3) post-listening.

11.1. Pre-listening

Pre-listening refers to the plan for the listening task, which the listener decides what to listen for (Bashar, 2011). According to Wilson (2008), pre-listening helps learners to prepare for what they are going to hear, which gives them a great chance to success in any task. Moreover, pre-listening involves various activities. For example, an information gap, or an opinion gap those need to be filled. Learners asked questions which contain things they are would to hear it (Wilson, 2008). "Pre-listening step includes explicit pre-teaching of vocabulary, grammatical structure, and specific pronunciation of phrases or ideas to be contained in upcoming input" (Rost, 2002: 20). This means that the learner focuses on the meaning while listening, and help him/her to make decisions about what to listen for, and to predict ideas.

11.2. While-listening

While-listening refers to the time when the learners hear the input, which they need to listen for specific information or listen in detail. They also check their answers in pairs or groups which give them more confidence (Wilson, 2008). In addition, while-listening is a

crucial stage that the learners should do different tasks such as note taking, achievement of pictures, tables, or diagram, and write questions. It also considers as the most complex stage for the teacher to prepare since it involves minimal reading and writing which contain in designing a task (Rost, 2002).

11.3. Post-listening

It appears in the few minutes following the attending to the text, which allows the learners to build mental image, develop short term memory, and increase learner's motivation for listening (Rost, 2002). According to Wilson (2008), all learners check answers, discuss some difficulties as unknown vocabulary, and respond to the content of the passage. We understand that learners can evaluate their comprehension and progress in listening, and they can decide if the strategies used were suitable for the task or not, which give them an opportunity to modify these strategies if necessary.

Pre- listening	<ol style="list-style-type: none"> 1. Activate schemata: What do I know? 2. Reason: Why listen? 3. Prediction: What can I expect to hear?
While-listening	<ol style="list-style-type: none"> 1. Monitor (1): Are my expectations met? 2. Monitor (2): Am I succeeding in the task?
Post-listening	<ol style="list-style-type: none"> 1. Feedback: Did I fulfill the task? 2. Response: How can I respond?

Table.3. The most common sequences for a listening lesson(Wilson, 2008).

This table represents the common sequences for a listening lesson, which each stage is varying from the other one. Moreover, it describes some features of each stage that the learner can achieve them in limited time in order to decide whether to continue listening or not.

12. Steps of listening process

According to Babita (2013) the listening process occurs in five steps which are hearing, understanding, remembering, evaluating, and responding. (1) Hearing: it is a physical response, which refers to the ability to notice the sounds with ears. Hearing is also an auditory reception of an acoustic signal (perception). (2) Understanding: This step helps the listener to comprehend symbols that have been heard. The listeners must analyze the meaning of the stimuli they have perceived. The symbolic stimuli are words, sounds, and sights. Moreover, the listeners must understand the intended meaning and the context supposed by the sender. (3) Remembering: it is an important step because it allows the listeners to keep what they have been heard into their mind, it means that the listener after having received and interpreted the message, he added it to the mind's storage space. (4) Evaluating: at this step, only the active listeners contribute. After the listeners understand what the speaker has said, they think about whether it makes sense. We understand that the listeners criticize, or pass judgment on what the speaker says. (5) Responding: it is the last step in listening process, which requires the listener to reply or answer the speaker message which let him know that the message was received, attended to, and understood. Moreover, this step allows both the speaker and the listener to determine the degree of success in transmitting the message.

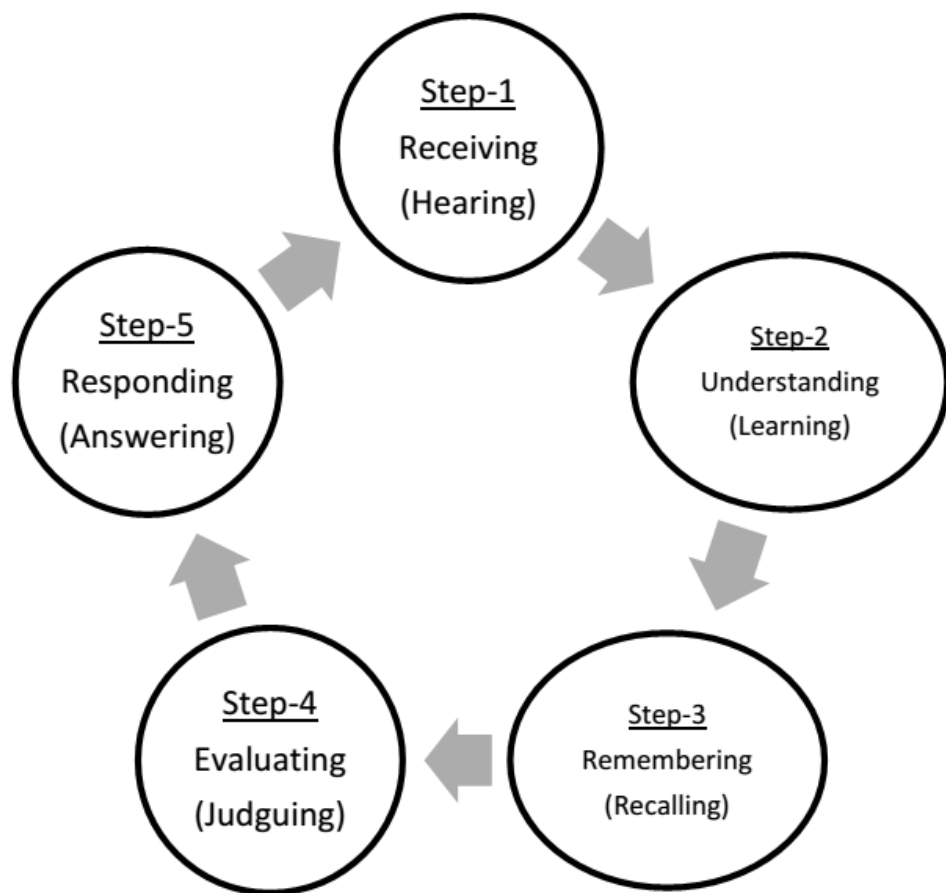


Figure2. Steps of listening process (Babita, 2013).

According to this surrounding circle included in the figure above, listening process has five steps which are correlated with each other. Moreover, each element has a role in occurring of the next one.

13. Barriers to listening

According to Babita (2013) there are some Barriers and difficulties that the listener encounters when he/she listens, which affects negatively the process of listening such as: Physiological barriers, physical barriers, lack of training, lack of motivation, lack of confidence and proficiency level.

13.1. Physiological barriers

There are some people who may have a problem in processing information in their memory. Moreover, they have genuine hearing problems or deficiencies which prevent them from pure listening (Babita, 2013)

13.2. Physical barriers

It refers to interruption in the environment such as the sound of the air conditioner, noise, or an overheated room which can obstruct the ability to understand the meaning of words.

13.3. Lack of training

Training is one of the most significant parts of the listening skill progress. By training, learners can enhance their levels of skill, and leads to a better understanding of the sender's messages. Also, it has specific goals of improving individual's capability, productivity, and performance. Moreover, People do not born with good listening ability, because listening is not an inborn skill. It can develop through training and practice. Insufficient training is the common barrier for listening process, and the learners cannot increase their ability to listen without practice and training.

13.4. Lack of motivation

The progress of listening can occur just when the learners are motivated. The successful learner is the one who loves what he/she is doing, and if the learner is well motivated this will help him to achieve his goals successfully. However, there are some factors which may lead and contribute to the lack of motivation. For example, the learners may find the topic very difficult or boring; they have lack of vocabulary, inability to understand the message, negative reaction towards the speaker. In addition, the listeners can increase their motivation by providing themselves with appropriate tasks and using authentic materials (Bessaoudi, 2012).

13.5. Lack of confidence

According to Bessaoudi (2012) confidence is very important factor in the progress of listening skill, and this factor may disappear when the learners are anxious towards foreign language which leads them to lose their self confidence. Furthermore, anxious learners remain passive in classroom; they have less willing to communicate, and they do activities without prior preparation. All these factors affect negatively the understanding of the messages. So, the learners will understand the listening better when they have high self-confidence even in making mistakes.

13.6. Proficiency level

This factor means that learners master the phonological and grammatical aspects of English language such as stress, intonation, spelling, and sentence structure. In other words, when the learners listen carefully to the native speakers as much as possible, and they have a sufficient linguistic competence this will help them to learn a language, recognize linguistic aspects of the language as well. Thus, the proficient level of the learners may help them to success in the real life situation (Bessaoudi, 2012).

Conclusion

In the summary, after having investigated and examined the listening skill, we can say that listening is a major part that needs much attention and consideration for learning the EFL. Moreover, teachers should provide much tasks and activities and select the suitable materials that can apply carefully in the classroom. They should also take into consideration the level of the learners, their interest, and their needs. These techniques will improve learners listening abilities. This chapter provides a clear discussion about listening, listening types, stages, steps, and models which regard as the characteristics of the listening process.

Introduction

There are several materials and approaches that can be used to improve listening skill. Authentic materials are one of the most helpful materials that are used by FL learners. Moreover, using different authentic materials in the classroom have a great role in developing student's needs and interests such as newspaper, songs, radio, and so on. The teacher should also provide and select the suitable materials. This chapter shed lights on the use of authentic materials in the classroom, which they should be selected appropriately by teachers, and they must take into account the interest of the students.

1. Authentic materials

1.1. Definition of authentic materials

According to Peacock (1997, cited in Khalili Sabet 2012) the definition of authentic materials is the materials that have been produced to fulfil some social purposes in the language community. In addition, Martinez (2002, cited in Khalili Sabet, 2012) defined that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for” (p.1). Widdowson (1983) puts “Authenticity...is a term which creates confusion because of a basic ambiguity” (p. 30) (cited in Mishan, 2005).

Furthermore, according to Taylor (1994; as cited in Bahrani 2012) authentic language is any materials that are used in foreign or second language learning such as films, songs, stories, and games which are not used for language teaching purposes.

According to Nunan (1989: 54, cited in Segni, 2009), authentic material might be spoken or written models of language, and those materials have not created for any objective of language teaching. From this definition, we understand that authentic materials are samples of language which are not constructed for the purpose of language learning. Rogers (1988, in Tamo, 2009) defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication. Moreover, according to Harmer (1991), authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”. That means authentic materials are existent texts which are planned for native speakers of the language (Cited in Tamo, 2009). Also, Morrow (1977:13 cited in Mishan, 2005) defined authentic text as “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”. Lee (n.d: 324) states that

A text is usually regarded as authentic if it is not written for teaching purposes but for a real- life communicative purpose , where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality (Quoted in Mishan 2005: 12).

1.2. Authenticity

The notion of authenticity came to the surface in association with communicative approach in language teaching in the 1970's (Hedge 2000 cited in Al Azri, and Al-Rashdi, 2014). "Authenticity is a term which creates confusion because of a basic ambiguity" (Widdowson 1983: 30 cited in Mishan, 2005). According to Rost (2005, cited in Al Azri, and Al-Rashdi, 2014) authenticity is one of the terms which researchers talk about questionably.

1.3. Types of authenticity

According to Breen (1985, cited in Mishan 2005) there are four types of authenticity: (1) authenticity of text: Authenticity of text use as input data for learners. Morrow (1977 cited in Mishan 2005: 11) that, an authentic text is a stretch of real language produced by real speaker as well as, writers for a real audience and designed to convey a real message of some sort. Hence, authentic texts are any sources of information used to help learners to develop an authentic understanding (Al Azri, and Al-Rashdi, 2014). (2) Authenticity of learners; it refers to the learner's ability to interpret the meaning existing in the text (Al Azri, and Al-Rashdi, 2014). It refers also to the learner's understanding of these authentic materials as natural social situation of the language classroom (Soufi, 2013). (3) Authenticity of the task; it refers to the selected tasks which allow the learners to be connected in authentic communication and aims for learning (Cited in Al Azri, and Al-Rashdi, 2014). (4) Authenticity of the classroom; the classroom has an important role which allows the learners to practice public and interpersonal sharing of content of language learning (Cited in Al Azri, and Al-Rashdi, 2014).

1.3. Authentic materials Vs non-authentic materials

There are some differences between authentic and non-authentic materials which are described in the table below:

Authentic language	Non-authentic language
Colloquial language	More formal language
Background noise present	Background noise absent
Incomplete utterances	Complete utterances
Ellipsis frequent	Ellipsis infrequent
Turn taking is disrespected between speakers	Turn taking is respected
Variety of accents	Received pronunciation
Natural intonation	Exaggerated intonation pattern
Restricting in longer more complex sentences	Grammatically correct sentences

Table.4. The differences between authentic and non-authentic materials

(Hedge, 2000: 42 cited in Segni, 2009).

The table above shows some characteristics between two different materials; authentic and non-authentic one. Authentic materials present all the natural features of the language with all its variations in pronunciation, intonation, incomplete structures that are used to express meaning. Whereas, non-authentic materials have other features variety from authentic materials which they deal with language in formal way, keep the turn taking, and have complete and grammatical correct sentences.

2. Types of authentic materials

According to Genhard (1996, cited in Al Azri, and Al-Rashdi, 2014) authentic materials can be classified into three categories: (1) Authentic visual materials: it refers to materials which learners can see them by their eyes. These include post cards, magazines and newspaper picture, photograph, as well as street signs. (2) Authentic audio materials: it involves materials which learners can listen and hear the language; these can be television shows, songs, radio, and telephone conversation. (3) Authentic printed materials: it refers to materials in written form such as newspapers, books, lyrics to songs, maps, restaurant menu, letters, and greeting cards. According to Jacobson, Degener, and Gates (2003: 01 cited in Soufi, 2013) argue that, "printed materials used in ways that they would be used in the lives of learners outside of their adult education classes". That means the learners can find printed materials not just inside classroom, but also outside their classes which it is available in daily life as newspaper.

3. Sources of authentic materials

According to Tamo (2009), in today's globalized world the most commonly sources used are: newspapers, Tv programmes, radio, magazines, internet, book, movies, songs, comics, brochures, and literature.

We live in a world where media are omnipresent. An increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio... The school and the family share the responsibility of preparing the young person living in a world of powerful images, words and sounds (UNESCO Declaration on Media, 1982 cited in Tafani, 2009).

3.1. Newspaper

Newspapers are the first to reach a mass audience, ultimately serving all classes and becoming a medium of democracy (Lee, n.d). Moreover, Mishan (2005: 154) stated that

Newspapers are the most easily available and accessible of the news media anyone, anywhere can buy a newspaper (foreign language newspapers are today generally available internationally) and they are less ephemeral than their broadcast counterparts.

From this quotation we understand that newspapers are presented in people daily lives which they are available everywhere and every time.

According to Sanderson (1999: 3):

Newspapers are an invaluable source of authentic materials, and their use in the language classroom is very much in keeping with current thinking and practice in teaching pedagogy [...] using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in the target language community.

This quotation means that newspaper material is useful source in the language classroom. It also helps students to engage into the target language community.

In addition, Mishan (2005: 154) stated that “Newspaper is probably the best single source of information about the contemporary culture of country”. We understand that newspaper enables the learner to be able to recognize the language culture. “Newspapers tend to feed readers what they think they want to read” (155), it means that newspaper provide readers with new information and reports which may be daily, weekly, or monthly. Also, it contains entertainments fill gaps, photographic images, interest stories, congratulations and condolences, as well as advertisement. Newspapers are ‘the freshest foods in the language classroom and at the same time those with the shortest shelf-life’ (Grundy 1993: 8 cited in Mishan, 2005).

Furthermore, using newspaper in the classroom can be highly motivating and particularly encouraging for lower level learners (Mishan, 2005: 161). According to Tafani (2009) Newspapers are easy to be brought in the class in different subjects and courses, especially in geography, history, literature, and language classes.

3.2. Radio

Radio plays an important part in developing people's imagination, which they are creating pictures in the mind through the power of words, so radio is used in the classroom it helps students to promote their imagination, to voice their creativity (Tafani, 2009). Mishan (2005) claims that, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner.

3.3. Television

Most people today watch about three to five hours of television a day. Defenders call TV a window on the world, a magic carpet of discovery. Also, they say it encourages a new way of thinking, with interlocking hopes, needs and problems (Tafani, 2009).

According to Lee and Winzenried (2009: 61 cited in Soufi, 2013) "Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction". It means that television is an available source in many fields which allows them to see their needs, and interest.

Mishan (2005) stated that television is a universal medium with a recognizable set of genres, and relates learners with target culture language which make it a valuable resource for learning about culture.

3.4. Magazines

According to Tafani (2009) there are various kinds of magazines such as sport, fashion, entertainment, cultural, and political magazines. Magazines are also sources in language development in providing pictures and texts to stimulate verbal or written stories.

3.5. The literature

Mishan (2005: 97) stated that, the definition of literature is “writing that are valued for their beauty of form, specially novels and poetry and plays”. This indicates that literature text comes as a written form which the reader finds it in different structures such as; novels and verse. Segni (2009) claimed that literary text as the other kind of text which the primary aim is concentrating on the meaning rather than form. Also, as suggested by Brumfit and Carter (1991: 10 cited in Mishan, 2005: 99): “What is literary is a matter of relative degree, with some textual features of language signaling greater literariness than others”. This means that literary is a virtual level which contains some characteristics of language text. Moreover, Mishan (2005) argued that through literature, learners can be familiar with a broad range of discourse type, and the teaching of language and culture.

3.6. The internet

Tafari (2009) assumed that Internet is a greatest innovation in information technology. A number of customers of the internet increases every day, because it is the source of information about all sorts of topics, as well as it is a source of professional knowledge for teachers in the form of bibliographies, articles, and courses.

Moreover, the Internet is an excellent tool for locating the latest news not yet published. Also, it helps students and teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, and to gather information.

3.7. Songs and music

Song and music are truly universal which are considered as the fundamental part of the human experience and they are part of the most important public events in life. In the classroom setting, learners are familiar with and enjoy the language songs; also song is a product of its culture, a representation of it, and can even influence it (Mishan, 2005).

Songs can be considered as cultural artefacts, they are revelatory of their culture both in depth and in breadth. In addition, after hearing the music, learners might note down feelings, images and thoughts that the music produces in them and then express these as prose, poetry or sketches (Mishan, 2005).

Mishan (2005: 200) stated that "a widespread attitude in language teaching is to treat teaching listening songs merely as authentic examples of grammatical structures".

3.8. Films

Film is considered as one of the most sources that appeal the learner's emotions and feelings. Also, it is a medium of entertainment which fixed in learners' minds; this means that teachers do not increase learning process of learners, but also give them a kind of enjoyment (Mishan, 2005). Furthermore, watching films as much as possible are enhancing student's visual and critical consciousness. For example, teacher can stop the film and ask the students to guess what might happen next. Teacher should create a good atmosphere in the classroom in order to make both teacher and students enjoy the film while watching a film in real life is a frequently fun and relaxing (Tafani, 2009).

3.9. Books

Tafani (2009) argued that in current life, book is very important which found it in various areas such as business, education, law, science, medicine, and entertainment (Beckert, 1992 cited in Tafani, 2009). People with different ages can get information, pleasure, relaxation and inspiration while reading books. Beckert (1992: 86 cited in Tafani, 2009) stated that:

Those who have already discovered the joy of books, however, are hooked for life. And as others become aware of the vast array of books available, they too will find that unrivaled knowledge and pleasure await them between the covers of books.

In addition, Book can enhance student's vocabulary, spelling, grammar as well. Students gain the amount of knowledge which they received by reading much books.

3.10. Computer software

According to Oxford dictionary computer is "an electronic machine that can store, organize and find information". It means that people used this kind of materials when they want to save their work, and when they need information about any task.

Segni (2009) assumed that software used in order to enable student to interact with personal computer, as well as with each other. Computer software contains many games which involve a large amount of reading and listening. Also, Lee and Winzenried (2009: 74 cited in Soufi, 2013) viewed a computer as "discrete teaching tools [...] had minuscule impact on the nature of teaching and the development of traditional academic skills." We understand that computer is special machine which has a big influence in teaching different language skills.

4. Criteria of selecting authentic materials

According to Berardo (2006: 62), when choosing materials from different sources take into consideration that the objective is to concentrate on the meaning rather than on the form.

According to McGrath (2002, cited in Al Azri and Al-Rashdi, 2014) there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability.

Additionally, there are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability" (Nuttal, in Berardo, 2006).

➤ **Suitability of the context:** is the most important one, in which the reading materials should interest the learners, being relevant to their needs, and motivating them

➤ **Exploitability:** it refers to how the text is used to increase the reading proficiency of learners.

➤ **Readability:** it refers to the complexity and difficulty of the text. Also, it refers to the amount of new vocabulary and new grammatical forms.

Furthermore, Berardo (2006), states that there are also two main necessary criteria must be taken into account by teachers when selecting authentic materials, which are: variety and presentation.

Apply different and various types of texts can make the reading task more interesting. Also, presenting the materials in the context might create the learner's attention and interest. It means that using pictures, diagrams, photos, and maps which they can avoid boring tasks that might hinder the motivation process, also this helps the learner not only understand the meaning of the text but also how it would be used.

Suitability of Content	<p>Does the text interest the student?</p> <p>Is it relevant to the student's needs?</p> <p>Does it represent the type of material that the student will use outside of the classroom?</p>
Exploitability	<p>Can the text be exploited for teaching purposes?</p> <p>For what purpose should the text be exploited?</p> <p>What skills/strategies can be developed by exploiting the text?</p>
Readability	<p>Is the text too easy/difficult for the student?</p> <p>Is it structurally too demanding/complex?</p> <p>How much new vocabulary does it contain?</p> <p>Is it relevant?</p>
Presentation	<p>Does it "look" authentic?</p> <p>Is it "attractive"?</p> <p>Does it grab the student's attention?</p> <p>Does it make him want to read more?</p>

Table.5. Important Factors in Choosing Authentic Reading Materials

Berardo (2006, p. 63)

Some teachers might argue that they cannot teach only using authentic materials and ignore the assigned tasks (non-authentic) in the course book. In this case, Foppoli (2006 cited

in Al Azri and Al-Rashdi, 2014) suggests that teachers can teach the assigned tasks in the course book, using authentic materials to support and enhance students' learning.

Other important factor that influences the choice of authentic materials is the learner's level, which the teacher should take into consideration, the proficiency and ability of the learners when selecting authentic materials (Ben nadji, 2013).

5. Advantages and disadvantages of authentic materials

The use of authentic materials has an advantages and disadvantages in the teaching foreign languages. In the following, there are some descriptive points about those advantages and disadvantages of authentic materials:

3.1. Advantages of authentic materials

Authentic materials are the most important instruments for reinforcing and stimulating both the teacher and the students since they have many advantages on learning. Vandergrift & Goh (2012: 176) assert that "Authentic materials are intrinsically interesting because they contain information on current and well-known personalities of interest to learners of all ages and backgrounds. This can motivate learners to want to listen".

This means that authentic materials are essential in language teaching which make learners more interest and motivate to learn and to listen to the foreign language.

In addition, Berardo, (2006: 64) in her study about the use of authentic materials in the teaching of reading reported that the use of authentic materials during the class has a set of advantages which are:

- Having positive impact on the students' motivation;
- Obtaining more cultural information;
- Making the students exposure to real language;
- Making the students more aware about their needs ;

- Supporting new and creative techniques in teaching.

According to the advantages have been mentioned above, authentic materials are the main contributor in enhancing the students learning. Furthermore, regarding the practical and the beneficial use of authentic materials, it is advantageous to deal with real language for many reasons, as stated by Underwood (1989: 100 cited in Soufi, 2013: 16):

Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with real life speech when they meet it outside the learning situation.

This indicates that authentic materials have a great impact on enhancing the language and its uses in real life, as native speakers experience it, by acquiring it through imitating the native speakers of the language being studied. Simply, this means that the beneficial face of authentic materials is common on not just learning the language but also learn how native speakers think, behave and react according to different situations. According to Papalia, (1986 as cited in Segni, 2009) “another important aspect of authentic material is their significant impact on learners’ motivation; with motivation defined here as the willingness to persevere in a learning task.”

In view of Gebhard (2006: 105), authentic materials “offer students a valuable source of language input, since they can be exposed to more than just the language presented by the teacher and the text.” Also, according to him one of the most reasons that urges the teachers to use authentic materials because they can reinforce for learners the direct correlation among the classroom and the outside world.

5.2. Disadvantages of authentic materials

Rather than the positive impact of using authentic materials in foreign language classes, there are some criticisms for it as Segni (2009) asserted this stating “The main criticism made to these materials is that they are sometimes too difficult for learners of a foreign language whose ears have been accustomed to an oversimplified and enunciated language.” Accordingly, there are many utterances; grammatical rules, difficult structures and speed of speech that the learner with low level of proficiency would have a severe difficulty to deal with it and approach it appropriately and this will effects negatively the learning process. In this angle, Gebhard (2006: 105) added that authentic material requires much time and effort and it is difficult to make comprehensible to the students.

Another fundamental disadvantage of authentic materials is the diversity of cultures that may build a serious problem, in this context Segni (2009) stated that “some authentic materials reflect certain cultural aspects which constitute taboos in the learners’ culture.” Definitively, there are a number of differences among cultures and this will hinder the learning process because what is available in foreign culture may be forbidden in our culture.

Moreover, Berardo (2006: 65) argued that authentic materials are too culturally biased, difficult to comprehend outside the language community; Vocabulary might not be relevant to the student's needs, also learners with low level have problems in decoding the text.

6. Hints for selecting authentic materials

According to Segni (2009) suggested some hints for choosing and selecting the suitable authentic materials:

- **Interest:**It refers to how much the text is interesting to the listeners.

- **Presentation:** It is about the listener's attention when the teacher presents the authentic text.
- **Background knowledge:** It refers to the listener previous knowledge and experiences about the topic.
- **Language:** Make comparison between the listeners' level and the degree of difficulties of the text. Also, the percentage of listener known and unknown items.
- **Text organization:** It refers to the systematic order of the text which present in clear way.

7. The role of the teacher

As Spelleri (2000 cited in Segeni 2009: 47) thinks that, the teacher should perform the following roles:

- **Filter:** Teachers present the language in appropriate ways which they should take into consideration learner's level, need, and interest.
- **A culture guide:** Teachers should introduce and clarify all cultural information which available in authentic materials.
- **An objective chairman:** The use of authentic items requires some discussion on certain topics which the teacher should be a fair and sympathetic listener.

8. Implementing authentic materials in the classroom listening

As viewed in Matinee (2000: 38) "the critical consideration in choosing appropriate materials for foreign language students is authenticity". It means that authentic materials are an appropriate tool that can be used in the foreign language classroom.

Bacon and Finnemann (1990 cited in Matinee, 2000: 38) found that authentic materials have a positive impact on learner's comprehension and motivation when they are used and prepared these materials properly. Also, Gilman and Moody (1984 cited in Matinee,

2000: 38) suggested that in the classroom listening training, the teacher must use authentic materials at all levels.

To sum up, the aim of the classroom listening is to prepare learners for real life listening outside classroom, so the teacher should implement the authentic materials at all levels of language instruction and listening comprehension training (Matinee, 2000: 39).

Conclusion

Summing up, the use of authentic materials resources in the classroom is crucial for both teachers and learners. Teachers should select the appropriate authentic text taking into consideration the learner's level, interest, and purpose. Moreover, using different authentic materials such as newspaper, magazine, book, radio, and TV in the classroom might motivate and enhance learner's comprehension.

Introduction

After finishing the theoretical part that contains two chapters, The research moves into the second part which consists of the analysis of the questionnaires for teachers and students in order to gather data about the use of authentic materials in improving listening skill, and make relevant analysis and interpretation.

1. Questionnaire for students

This questionnaire is designed for second year EFL students at the division of English in order to perceive student's opinions and attitudes towards authentic materials in learning English language and its effects on students' learning achievement.

1.1. Description of students' questionnaire

This questionnaire is divided into three (3) sections; each section includes a number of questions. It is submitted to forty three (43) students of second year EFL at Mohamed Khieder university of Biskra.

- Section 1: Background information (1 to 3 questions), this section seeks the students' gender, age, and their choice of English.
- Section 2: The listening skill and language difficulties (1 to 7 questions), which aims to realize the difficulties that students encounter when they listen to English.
- Section 3: Teaching listening and using authentic materials (1 to 7 questions), this section indicates the attitude of students towards authentic materials

1.2. Result analysis of student's questionnaire

Section 1: Background information

Question 1: Gender

Response	Female	Male
Respondents	37	6
Percentage	86%	14%

Table.6. Gender distribution

The results of the question reveal that the number of females 37 (86%) is higher than males 6 (14%). This means that females are interested to study the foreign languages more than males.

Question 2: the age distribution

Respond	20	21	22	25
Participants	8	20	7	1
Percent	18.6%	46.5%	16.2%	2.3%

Table.7. Age distribution

The results above show that the average age of the participant's ranges between 20 (18.6%) and 25 (2.3%) with the supremacy of the percentage of the students aged 21(46.5%) and only one participant who ages 25.

Question 3: Learner's choice to study English

Respond	Personal	Imposed
Participants	39	4
Percent	91%	9%

Table.8. Learner's choice to study English

The results show that the majority of the students whose choice of English was personal 91% “choose studying English language by themselves”. However, about 9% of students are obliged to study it. This indicates that a significant number of students are aware of their choice.

Section 2: The listening skill and language difficulties**Question 1: Student's opinion about the importance of language skill**

Respond	Listening	Writing	Speaking	Reading	Not mentioned
Participants	10	13	13	6	1
Percent	23%	30%	30%	14%	3%

Table.9. The importance of language skills

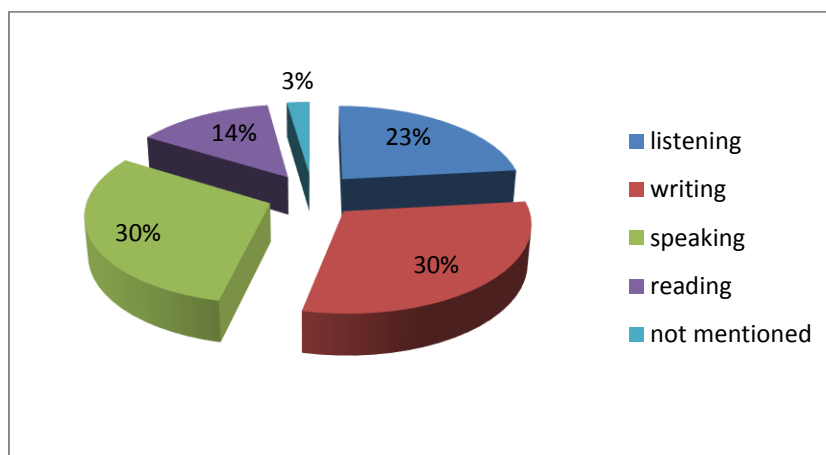


Figure.3. the importance of language skills

Table 9 and figure 3 show that writing and speaking skills have a high percentage (30%) in terms of importance. Next skill is listening 23% whereas; reading has a smaller percentage 14%. However, 3% of participants did not mention any skill.

These results signify that writing and speaking skills are more important for students than the other skills because they may consider it as productive skills and devices for the measurement of the proficiency level in foreign language. When it comes to listening that takes the next importance after writing and speaking, the rate of students' answers may signify that the listening as a receptive skill has a crucial role in producing the productive skills.

Question 2: The teacher's attention to the listening skill

Respond	Yes	No
Participants	35	8
Percent	81%	19%

Table.10. The teacher's attention to the listening skill

The results show that the majority of teachers 81% give important to the listening skill. However, about 19% do not care about this type of skill. This indicates that listening skill has a great role in learning process.

Question 3: The difficulties that students face when they listen to English

Respond	Yes	No
Participants	31	12
Percent	72%	28%

Table.11. English listening difficulties

The data in the table 11 show that 72% of students face difficulties when they listen to the English language. On the other hand, there is a small percentage 28% of students who do not face difficulties when they listen to English.

The responses state above imply that listening skill is difficult task and the foreign language learners are aware about those difficulties.

Question 4: What kind of difficulties do you encounter?

- a. Proficiency language difficulties
- b. Lack of motivation
- c. Lack of confidence
- d. Lack of training

Respond	a	b	c	d
Participants	12	4	3	12
Percent	39%	13%	9%	39%

Table.12. Students' kinds of difficulties in listening

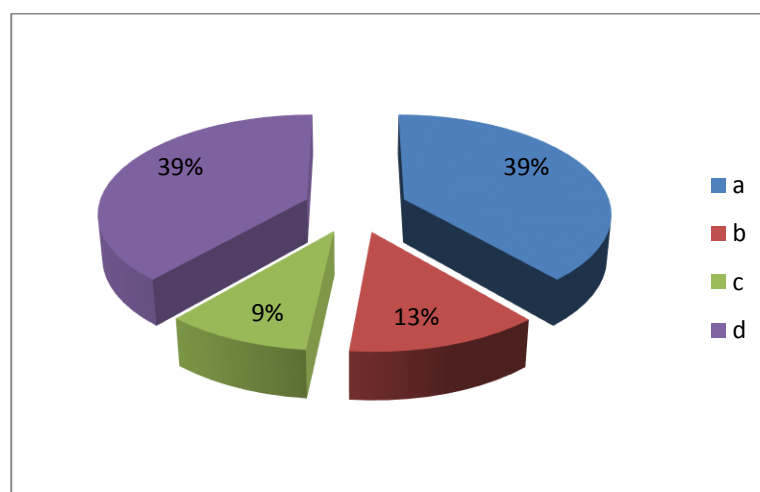


Figure.4. Students' kinds of difficulties in listening

What is noticed from table12 and figure 4 is that, the highest proportion of students' listening difficulties encountered in proficiency level and lack of training 39%. Then, some of students have lack of motivation 13%, while other students have lack of confidence 9%.

According to the announced result, there are no opportunities for training and practicing the listening skill this is probably due to lack of materials, lack of time and hug number of students. Additionally, there is a sort of poor proficiency that indicates deficiency in student's seriousness; this means that student's listen to the surface side and ignoring the deeper one.

Question 5: How do you assess your listening comprehension ability?

Respond	High	Low	Medium
Participants	4	7	32
Percent	9%	16%	75%

Table.13. Student's assessment of their listening comprehension ability

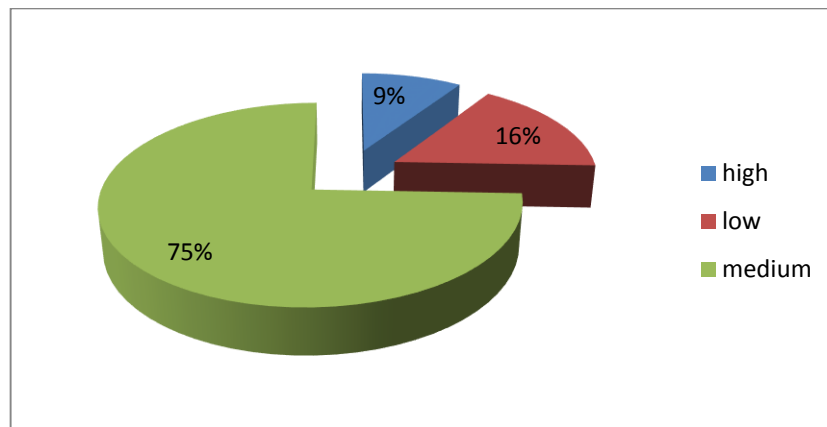


Figure.5. Student's assessment of their listening comprehension ability

The results in table 13 and figure 5 showed that 75% of students have a medium ability in listening comprehension and 16% of them have low ability. However, 9% of students have a high level in listening comprehension. This signifies that the majority of students have a medium level in listening comprehension.

Question 6: The reason of low and medium assessment

Respond	A	b	c	D	E	Not mentioned
Participants	3	8	5	14	4	5
Percent	6.97%	18.6%	11.62%	32.55%	9.30%	11.62%

Table.14. The reason of low and medium listening abilities

The result of this question show that about 14 students (32.55%) mention the lack of experience and 8 students (18.6%) said that it is because of teaching materials. While for those who have negative attitude towards listening comprehension is about 5 (11.62%). This percentage is equal to those who do not mention the reason. However, about 4 (9.30%) of students said all of them, and about 3 of them (6.97%) claim that their low ability in listening is due to the teacher's method.

This indicates that there are many reasons for the variety of abilities, and the main one is lack of experience.

Question 7: How often does your teacher provide you with listening comprehension activities?

Respond	Always	Sometimes	Rarely	Never
Participants	6	29	8	0
Percent	13.95%	67.44%	18.6%	0%

Table.15. Student's view about teachers' frequency of listening comprehension activities provision

The table above show that 29 (67.44%) students said that their teacher "*sometimes*" uses listening comprehension activities, and about 8 (18.6%) only who said "*rarely*". However, for those who said always are 6 (13.95%) while, no one said never (0%). From these results we can deduce that some teachers provide and use listening activities occasionally in their class.

Section 3: Teaching listening and using authentic materials

Question 1: What is your attitude towards authentic materials?

Respond	Positive	Negative	Neutral
Participants	25	4	14
Percent	58.13%	9.30%	32.55%

Table.16. Student's attitude towards authentic materials

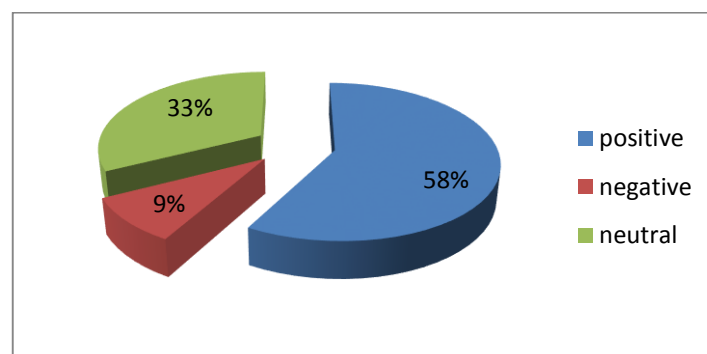


Figure.6. Student's attitude towards authentic materials

The results contained in the table above show that the majority of students 25 (58.13%) have a positive attitude towards authentic materials, and about 14 (32.55%) whose attitude is neutral while those who have negative attitude are about 4 (9.3%) students. This means that students think positively about authentic materials because they have a facilitating role in the learning process.

Question2: Does your teacher use authentic materials in the classroom?

Respond	Yes	No
Participants	38	5
Percent	88.37%	11.62%

Table.17. Teacher's use of authentic materials in the classroom

Table 17 shows that the majority of teachers 88.37% use authentic materials in their class. In contrast, about 11.62% do not use them. This means that authentic materials are important in foreign language teaching and learning.

a. Audio materials

b. visual materials

c. Printed materials

d. All of them

a+c. Audio and printed materials

a+b. Audiovisual materials

Respond	a	b	c	d	a +c	a + b
Participants	15	2	1	14	3	3
Percent	34.88%	4.65%	2.32%	32.55%	6.97%	6.97%

Table.18. kinds of authentic materials

The second part of this question is about the kind of authentic materials that the teachers use in their classroom. The results show that the majority of teachers 34.88% use audio materials and about 32.55% use three kinds of materials (audio, visual, and printed materials). Then, 4.65% of teachers use the visual materials, while 2.32% use the printed ones. However, there are 6.97% use audio and printed materials and the same percentage for those who use audio- visual materials.

This signifies that several teachers use audio materials in their class due to the important of this kind in enhancing student's listening ability.

Question4: How often does your teacher use authentic materials in the classroom?

Respond	Very often	Sometimes	Rarely	Never
Participants	5	26	11	1
Percent	11.62%	60.46%	25.58%	2.32%

Table.19. The frequency of using of authentic materials

The data above demonstrate that 60.46% of teachers sometimes use authentic materials in their classroom. Also, about 11.62% use them very often, and there are some teachers who rarely use them 25.58% while 2.32% do not use authentic materials in their classroom.

The results indicate that the teacher is aware about the importance of using authentic materials in classroom as a way to expose students to the real language of native speakers.

Question 5: Do you think that authentic materials are helpful and necessary in learning the listening skill?

Respond	Yes	No
Participants	27	16
Percent	62.79%	37.20%

Table.20. The necessity of authentic materials in learning listening skill

The results show that about 62.79% of students think that authentic materials are necessary in learning listening skill. However, about 37.2% think that they are not important in listening skill. This means that authentic materials are helpful and very necessary in learning listening skill.

The second part of this question is about how the authentic materials are helpful. The students provide some various answers that show the significant of authentic materials and its impact on learning. Moreover, they offer a set of opinions about the effectiveness of using authentic materials in foreign language classes. According to them:

- Authentic materials help students to improve language proficiency.
- Authentic materials motivate the students to learn a foreign language.
- They facilitate the students understanding of topics and make them easier.
- They help the students to learn a new vocabulary.
- They make learning more interesting for students to do not feel boring.
- They help the students to get the right pronunciation and to speak real English as native speakers.

Question 6: Do you find difficulties in listening to the authentic materials?

Respond	Yes	No
Participants	27	16
Percent	62.79%	37.20%

Table.21. The extent of difficulties in listening to authentic materials

Table 21 shows that 62.79% of students face difficulties in listening to the authentic materials. In contrast, 37.20% they do not face difficulties. This means that authentic materials are not an easy task due to their difficulty in pronunciation, intonation and accent.

Respond	a	b	c	D
Participants	3	7	14	3
Percent	6.97%	16.27%	32.55%	6.97%

Table.22. The reason of difficulties in listening to the authentic materials

The results appear in the table above show that the majority of students face difficulties in structure and speed of speech 32.55%. Then, about 16.27% of students face them in vocabulary which might not be relevant to their needs. On the other hand, about (6.97%) of students may be too culturally biased. Whereas, 6.97% of students face difficulties in vocabulary, structure and speed of speech, also they may be culturally biased too.

This indicates that the significant rate of students face difficulties in structure and speed of speech when they listen to authentic materials because the native speakers are very rapid in speaking. So the students cannot construct and format the speech.

2. Questionnaire for teachers

In order to discover the significance of the listening skill, and whether the authentic materials are used in the classroom, this study uses a questionnaire for English teachers to see to what extent those teachers give attention to listening skill and what type of authentic materials that they use in their classrooms.

2.1. Description of teachers questionnaire

This questionnaire is divided into three sections and it is submitted to six (6) teachers which contained both open ended and close ended questions.

- Section one: Background information (1 to 5 questions), this section indicates the teachers' gender, degree, and their relation with oral expression class.
- Section two: The listening skill and language difficulties (1 to 4 questions). The aim of this section is to obtain information about listening skill and the difficulties that the learners encounter when they listen to English language.
- Section three: Teaching listening and the use of authentic materials (1 to 3 questions). This section shows the selection of the authentic materials and their effects on the learning of the English language.

2.2. Results analysis of teachers questionnaire

Section 1: Background information

Question 1: It is about gender

Respond	Male	Female
Participants	3	3
Percent	50%	50%

Table.23. Gender distribution

The results of this question show that the number of male teachers is 3 (50%), which is the same of female teachers.

Question 2: The degree

Respond	License	Magister	Doctorate
Participants	1	4	1
Percent	16.66%	66.66%	16.66%

Table.24. Teacher's degree

The table above shows that the majority of teachers have a magister degree 66.66%, and about 16.66% have license and doctorate degree.

Question 3: How many years have you been teaching English at university?

Respond	1	4	8	9	10
Participants	1	1	2	1	1
Percent	16.66%	16.66%	33.33%	16.66%	16.66%

Table.25. The experience of teaching English

The table shows that the majority of teachers have been teaching English at university for eight (8) years (33.33%). However, about 16.66% teaching it since one, four, nine and ten years.

Question 4: Have you been teaching oral expression course?

Respond	Yes	No
Participants	5	1
Percent	83.33%	16.66%

Table.26. Teaching oral expression

The results in the table above indicate that the number of teachers who teach oral expression is high 83.33%, whereas about 16.66% have not taught this module. This means that the oral expression is very important module in teaching listening language.

The second part of this question is: how long have you been teaching oral expression course?

Respond	1	2	8	9
Participants	2	1	1	1
Percent	33.33%	16.66%	16.66%	16.66%

Table.27. Teaching oral expression course

The result shows that about 33.33% of teachers taught oral expression for one year, and about 16.66% teaching it for two, eight, and nine years.

Section 2: The listening skill and language difficulties

Question 1: Teacher's opinions about the importance of language skills

Respond	Listening	Speaking	Writing	Reading	All of them
Participants	2	1	0	2	1
Percent	33.33%	16.66%	0%	33.33%	16.66%

Table.28. The importance of language skills

The results above show that the majority of teachers give much importance for listening and reading skills 33.33%, and about 16.66% of teachers saw that speaking skill is more important than other skills, whereas the same percentage 16.66% of teachers said that all the four skills are important. For writing skill, no one of the teachers give attention and importance for it.

The results indicate that the listening and reading are crucial skills in teaching a foreign language and they are considered as input skills which they aid in enhancing speaking and writing skills.

The second part of this question is about the justification of the previous question. The teachers give their own opinions about the importance of language skills, which some of them their answers are close to each other:

- Listening enhances speaking skill and reading enhances writing skill.
- Learners cannot speak if they do not listen and they read in order to write.
- Writing and speaking are two fundamental skills in which students may express themselves.
- Reading and listening are two receptive (input) skills which they enhance the output skills (writing and speaking).
- Some of them declare that all the four skills are in the same importance.

Question 2: Do you give much attention to the teaching of the listening skill?

Respond	Yes	No
Participants	6	0
Percent	100%	0%

Table.29. The attention to the teaching of the listening skill

The result of the table above shows that the majority of the teachers 100% give much attention to teaching listening skill. This means that listening skill is important skill in teaching language.

Question 3: Do you think that listening is difficult to teach to your students?

Respond	Yes	No
Participants	5	1
Percent	83.33%	16.66%

Table.30. The difficulty of teaching listening

The table shows that about 83.33% of teachers found difficulties to teach listening skill because listening is not an easy task and it is personal ability which means that only students can reach the high level in listening ability. However, about 16.66% do not found any difficulty to teach it.

Question 4: What kind of difficulties do your learner's face in listening to English?

- a. Proficiency level
- b. Lack of motivation
- c. Lack of confidence
- d. Lack of training
- e. All of them

b+d. Lack of motivation and Lack of training

Respond	A	b	c	d	e	b + d
Participants	2	0	0	0	3	1
Percent	33.33%	0%	0%	0%	50%	16.66%

Table.31. The kind of difficulties that teachers face in listening

The table above shows that 50% of teachers indicate that students encountered all the above difficulties and 33.33% of them found difficulty in proficiency level. In addition, about 16.66% of students face difficulties because lack of motivation and lack of training.

This signifies that most of students face difficulties in proficiency level, lack of motivation, lack of confidence and lack of training due to the difficulty of listening skill that no one can be a good listener.

Section 3: Teaching listening and the use of authentic materials

Question 1: Do you use authentic materials in the classroom?

Respond	Yes	No
Participants	6	0
Percent	100%	0%

Table.32. The use of authentic materials in classroom

The table shows that all the teachers 100% use authentic materials in their classroom because they are important in teaching a foreign language which they help and facilitate the learning and teaching processes.

Question 2: Which kind of authentic materials do you use?

Respond	Audio materials	Visual materials	Printed materials	All of them	Audio and printed materials
Participants	0	0	1	1	4
Percent	0%	0%	16.66%	16.66%	66.66%

Table.33. The kind of authentic materials used in classroom

The results in the table reveals that the majority of teachers 66.66% use the audio and printed materials and about 16.66% use visual materials while some teachers 16.66% use all three kinds of materials (audio, visual, and printed). This means that audio and printed materials are two suitable and available materials in classroom teaching.

Question 3: What should you take into consideration when selecting authentic materials?

- a. Learner's motivation and interest
- b. Learner's proficiency level
- c. Difficulty of the materials
- d. All of them

Respond	A	b	c	d
Participants	3	2	0	1
Percent	50%	33.33%	0%	16.66%

Table.34.The standards of selecting authentic material

In the table above, the majority of teachers 50% take into consideration the learner's motivation and interest, and about 33.33% of them look at the learner's proficiency level when selecting authentic materials. On the other hand, there are some teachers 16.66% who take into consideration the learner's proficiency level, learner's motivation and interest, and difficulty of the materials.

This indicates that teachers look at the interest materials which increase the learner's motivation towards foreign language.

Some of those teachers take into consideration the appropriate and efficacy of the materials which should fit the setting. Moreover, these materials fit with updated and cultural content.

3. Suggestions and recommendations

This part of this chapter gives some recommendations and suggestions for teachers to use authentic materials in their classroom, which it increases the teacher's awareness about these materials as helpful and useful tools in English language.

English teachers should use authentic materials in their teaching process in order to increase the learner's participation since the high majority of them appreciate learning with it. Also, these materials can help teachers to present their lessons in easy way which plays a great role to facilitate the lesson.

In addition, teachers should implement authentic materials because they create a good classroom environment which makes learners motivated to learn a foreign language with satisfaction and enjoyment. Authentic materials should be used with concentrating on the learners' abilities and levels. Thus, teachers should use various kinds of authentic materials and various activities in order to meet all learners' needs, levels, and abilities. Teachers should provide relevant audio materials to their students. Some of these materials include audio files and discussion questions. Additionally, teachers can incorporate some "complete-the-blank" exercises designed for specific vocabularies or grammar units used in the listening text. In visual material, visual activities may involve observation practices through films and blackboard; some of these practices include puzzle activity, match questions, and visual memory; that is the ability to recall spatial or sequential information perceived by the eyes. Also, teachers can provide printed materials such as handouts or newspaper articles with relevant information about the subject. Therefore, students can summarize the major ideas found in the literature texts provided by the teacher.

Conclusion

The analysis of students and teachers answers of the questionnaires shows that authentic materials help to enhance learner's listening skill. Also, this study shows that second year LMD students are aware of the difficulties that they encounter when they listen to English language. The majority of students have a positive attitude towards authentic materials which they appreciate to learn with them because they help students to raise their proficiency level. Teachers also use various kinds of materials in order to increase learner's motivation and interest.

General conclusion

This research has conducted an investigation on reinforcing student's listening ability via implementing authentic materials in EFL instruction. It aims to discover the impact of using authentic materials on improve listening skill. This study took place at Mohammed Kheider University of Biskra, with second year LMD students of English. Also, this study has followed the descriptive method and the source of gathering data is questionnaire to students and teachers. Furthermore, this study hypothesizes that the uses of authentic materials enhance the student's listening skill.

Chapter one of this research was a general overview on listening skill, and its types, models, stages, and steps. Teaching listening comprehension is not an easy task which involves more attention of teachers and learners inside and outside classroom which plays a critical role in language learning. Some teachers implement authentic materials in the classroom in order to enhance student's listening skill, and motivate them to listen to the real language of native speakers.

The second chapter the research shows that the use of authentic materials in teaching language classroom has a positive effect on student's listening ability. Moreover, authentic materials are crucial tools in language classroom which allow the students to deal with a foreign language in an easy way, also they raise the student's curiosity and desire to listen and learn foreign languages. In addition, authentic materials are working to overcome all the difficulties and barriers that students face when they listen to English language.

After investigated the theoretical part, the research moves to practical part which contains the analysis of teachers and students questionnaires. Based on the data that the research obtained from the questionnaires, this research resulted in following: the majority of students face difficulties when they listen to the English language. However, after the teachers

use the authentic materials in their lessons learners have a chance to improve their listening ability. Also, the research found that authentic materials had a positive impact on enhancing student's listening ability while these materials allowed the students to contact with a real language which enable students to catch the real pronunciation, intonation, and accent. The result of students' questionnaire shows that students have a positive attitude towards authentic materials and they perceive that authentic materials are helpful and necessary in learning listening skill. The research recommended that the teachers should present their lessons with implementing the authentic materials because the students appreciate to learn with them and regard them more motivating and interesting in teaching language.

The practical study of this research shows that both teachers and students appreciate the use of authentic materials in the classroom. Furthermore, authentic materials have a great role in facilitating the teacher's presentation of lessons. At the same time, such materials play a significant role in motivating the student's learning abilities. Hence, the hypothesis of the research is confirmed and accepted.

In addition, the majority of students have a medium level of listening comprehension due to the lack of experience. Also, they face some difficulties when listening to the authentic materials. Other factors that contribute to this condition include lack of training, low self-confidence and less motivation.

Lastly, this research aims to determine the impact of authentic materials to the develop students' listening skill. Structured questionnaires were used to collect data for the study. Thus, this study achieves the target point towards authentic materials on enhancing the student's listening ability. Indeed, authentic materials are some of the finest tools in teaching English language.

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Appendixes

The students' questionnaire

The teachers' questionnaire

The Student's Questionnaire

Dear colleagues

This questionnaire is conducting an investigation on “Reinforcing Student’s Listening Ability via Implementing Authentic Materials in EFL Instruction”. This research aims to discover the effects of using authentic materials in order to improve listening skill. This study takes place at Mohammed Kheider University of Biskra, with second year LMD.

Your contribution would be of a greatest importance to this study. Thank you in advance for your collaboration. Please, read each question and then put a tick (✓) in front of each appropriate box and answer whenever necessary.

Section one: Background information

1. You are :

a. Male

b. Female

2. How old are you?

3. Your choice of English was:

a. Personal

b. Imposed

Section two: The Listening skill and language difficulties

1. Rank from(1) from (4) the following skills according to their importance:

a. Listening

b. Writing

c. Speaking

d. Reading

2. In oral expression, does your teacher give much attention to the listening skill?

a. Yes

b. No

3. Do you face difficulties when you listen to English :

a. Yes

b. No

4. If yes, what kind of difficulties do you encounter?

- e. Proficiency language difficulties
- f. Lack of motivation
- g. Lack of confidence
- h. Lack of training

5. How do you assess your listening comprehension ability?

- a. High
- b. Low
- c. Medium

6. If it is low or medium, is it due to :

- a. The teacher's method
- b. Teaching materials
- c. Your attitude towards it
- d. Lack of experience
- e. All of them
- f. Others, specify.....
.....

7. How often does your teacher provide you with listening comprehension activities?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Section three: Teaching listening and using authentic materials

1. What is your attitude towards authentic materials?

- a. Positive
- b. Negative
- c. Neutral

2. Does your teacher use authentic materials in the classroom?

- a. Yes
- b. No

3. If yes, which kind of authentic materials does your teacher use?

- e. Audio materials
- f. visual materials
- g. Printed materials
- h. All of them

4. How often does your teacher use authentic materials in the classroom:

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

5. Do you think that authentic materials are helpful and necessary in learning the listening skill?

- a. Yes
- b. No

If yes, say how?

.....

.....

.....

6. Do you find difficulties in listening to the authentic materials:

- a. Yes
- b. No

If yes, is it because:

- a. They may be too culturally biased
- b. Vocabulary might not be relevant to your needs
- c. Difficult structure and speed of speech
- d. All of them

THANK YOU FOR YOUR COLLABORATION

The Teacher's Questionnaire

Dear Teachers

This questionnaire is conducting an investigation on “Reinforcing Student’s Listening Ability via Implementing Authentic Materials in EFL Instruction”. This research aims to discover the effects of using authentic materials in order to improve listening skill. This study takes place at Mohammed Kheider University of Biskra, with second year LMD.

Your answers will be of greatest to assistance to this research. Thank you in advance for your collaboration. Please, tick (✓) in the appropriate box and answer whenever necessary.

Section One: Background information

1. You are:

a. Male

b. Female

2. What degree do you hold:

a. License

b. Magister

c. Doctorate

3. How many years have you been teaching English at university?

.....

4. Have you been teaching oral expression course?

a. Yes

b. No

If yes, how long have you been teaching oral expression course?

.....

Section two: The Listening skill and language difficulties

1. Order the following skills from (1) to (4) according to their importance:

- a. Listening
- b. Speaking
- c. Writing
- d. Reading

Justify:.....
.....
.....
.....

2. Do you give much attention to the teaching of the listening skill?

- a. Yes
- b. No

3. Do you think that listening is difficult to teach to your students:

- a. Yes
- b. No

4. What kind of difficulties do your learner's face in listening to English?

- a. Proficiency level
- b. Lack of motivation
- c. Lack of confidence
- d. Lack of training
- e. All of them
- f. Non of them

Section three: Teaching listening and the use of authentic materials

1. Do you use authentic materials in the classroom session:

i. Yes

b. No

2. If yes, which kind of authentic materials do you use:

a. Audio materials

b. Visual materials

c. Printed materials

3. What should you take into consideration when selecting authentic materials:

a. Learner's motivational and interest

b. Learner's proficiency level

c. Difficulty of the materials

d. Others, please specify.....
.....
.....

THANK YOU FOR YOUR COLLABORATION

ملخص

هذا البحث يهدف إلى فحص ما إذا كان تطبيق المواد الأصلية يحسن من مهارة السمع في دروس اللغة الانجليزية كلغة أجنبية. للوصول لهذا الهدف, هذه الورقة البحثية تتبع المنهج الوصفي و مصدر البيانات لهذه الدراسة الوصفية هو تصميم استبيانات لأساتذة التعبير الشفوي وكذلك الطلاب. كما تأخذ هذه الدراسة أيضا مساحة في جامعة محمد خيضر بسكرة مع طلبة السنة الثانية ل م د. و علاوة على ذلك, فقد كشفت نتيجة الاستبيانات تأكيد فرضية البحث بأنه قد ظهر تحسن في إدراك استماعي للطلاب بعد أن تعرضوا للمواد الأصلية في الفصول الدراسية. بالإضافة لذلك, تظهر النتائج أن الطلاب راضون عن تعلم اللغة الانجليزية من خلال المواد الأصلية منذ أن كان لهم موقف ايجابي حول المواد الأصلية و التي عززت إدراكهم السمعي. خلاصة القول, ينبغي على الأساتذة أن يقدموا محاضراتهم مع المواد الأصلية و ذلك لتحفيز الطلاب و تسهيل الدروس. و أيضا يجب على الأساتذة استخدام مواد أصلية مختلفة مع الأخذ بعين الاعتبار مستوى وفائدة وموقف الطالب.